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It is clear that while the school must be a society, it must be a society of a special character. It must be a natural society in the sense that there should be no violent break between the conditions of life within and without it. On the other hand, a school must be an artificial society in the sense that while it should reflect the outer world truly, it should reflect only what is best and most vital there [p. 202].

Every complete scheme of education must comprise (i) literature, including at least the best literature of the mother-land; (ii) some forms of art, including music, the most universal of arts; (iii) handicraft, taught with emphasis upon its aesthetic aspect, as in weaving, carving, lettering, or in its constructional aspect, as in carpentry and needlework; (iv) science, including mathematics, the science of number, space and time [pp. 211-12].

The subjects of the curriculum are to be taught as *activities*. . . . In short, all subjects should be taught in the "play way," care being taken that the "way" leads continuously from the irresponsible frolic of childhood to the disciplined labors of manhood [p. 216].

A southern state surveyed.—As the first authoritative investigation on so wide a scale of the results of educational effort under the methods and conditions peculiar to the South, the Virginia Survey¹ has more than the interest that would attach to it as one of the growing list of school surveys. Merely as such, however, it is a notable educational study, since it was made by an unusually large and competent staff of specialists and workers in education, under the direction of Dr. Alexander Inglis, of Harvard, and included an extensive use of both intelligence and educational tests in urban and rural schools. The work of the Division of Tests and Measurements was financed, in part at least, by a gift from the General Education Board.

But the light it throws on the workings of the southern seven-grade elementary school, the proposed adaptation of the junior high school to the eleven-grade system, the objective evidence of the inefficiency of rural as opposed to town and city schools, and the presentation of facts concerning negro education give the survey unusual interest and value.

The first volume contains the report of field work on all phases of public education. The survey staff investigated and reported on the following subjects: "Buildings and Equipment," "Attendance and Enrolment," "Courses of Study and Instruction," "Teachers' Status and Training," "Negro Education," "Finance," "Physical Education," "Vocational Education," and "School Organization." The report contains much illuminating material effectively presented.

Part II, which will be published soon, is devoted to the report of the survey staff's Division of Tests and Measurements.

Vocational aspects of public education.—Discussions of the relation of vocational to general educational training in a state school system have at

¹ *Virginia Public Schools*. Yonkers-on-Hudson, New York: World Book Co., 1920. Pp. 400. \$3.00.